

# *The* Vocational Guidance *Quarterly*

VOL. 3, NO. 2

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————WINTER 1954—1955————

# *The Vocational Guidance Quarterly*

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**1954-1955**

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At the October 8-9 meeting of NVGA Officers and Trustees in Chicago, an attempt was made to chart a constructive course for our Division. Emerging from the discussion and influencing many decisions was the premise that whatever strengthens our Division ultimately improves APGA and vice versa. The actions reported here should be considered in this light.

Branches Considered: After a report from the Chairman of our Special Committee on Branch Structure was heard, a number of alternatives were proposed. The opinionnaire on Branches which you will have received by the time this reaches you was an outgrowth of the discussion. We shall hear the results of the survey at the Delegate Assembly. In order to assist Branches to become even more effective, the Public Information and Professional Relations Committee has worked on a Branch Officers Kit. The Trustees authorized a preliminary testing of the

## ***Message on***

## **THE TRUSTEES MEETING**

material. The final product should be a useful kit to help the officers of our Branches effectively organize and carry on Branch activities.

New Service for Members: In view of the volume of occupational information literature currently being used on a free or sales basis, the Trustees felt that there was a need for a listing of "approved" materials. Hence, a Guidance Information Review Service was established. At the next annual Convention, it is anticipated that an "approved" list of current literature will be released. Subsequently, issues of the Quarterly probably will contain additions to the basic list. Not only will such listings be of help to us as individuals, but the Trustees hope that the process of approving will be an influence toward a high quality of material prepared in the future.

NVGA and APGA: It was inevitable that some difficulties and misunderstandings would arise when NVGA unified with other groups to form APGA. The Trustees have invited Max Baer to head a committee to consider NVGA-APGA relationships and to recommend actions which will improve the present situation. If you have suggestions, please correspond with Past President Baer.

Membership Standards: NVGA finds itself in the position that it is the only Division within APGA which admits members without regard to qualifications. At the same time it is the only Division with a category of "Professional Members." The Trustees asked the Professional Membership Committee under Arthur Hitchcock's Chairmanship to consider membership standards with these points in mind: (1) all present members to be blanketed into the association at their present membership level, (2) general membership standards should put some reasonable "floor" under the association, and (3) professional membership standards should be studied in the light of any proposed general membership requirements and the findings from a study (now nearing completion) of a random sample of member's qualifications. Of course, any changes which the Committee might propose will be considered in the Delegate Assembly.

Constitutional Changes: Certain changes in By-laws to bring Committee names and functions into line with development of our Committee Structure have been referred to the Constitution Committee. Also this Committee was asked to draft a change of term-of-office year to run from May 1 to April 30 instead of the present July 1 to June 30. The purpose of this change is to eliminate the lame duck period between end of Convention and July 1. I shall welcome the comments from any member regarding the activities or structure of NVGA. Your comments will be relayed to all members of the Board of Trustees.

Clifford P. Froehlich  
President, N.V.G.A.

# RURAL GUIDANCE:

## *Its Special Problems*

by GLYN MORRIS

A RURAL high school girl who was asked to write about her problems stated, "I don't have any social life because of living too far away from school or friends." She could well have been speaking for many rural youngsters across the United States even in this day of rapid communication. It is safe to declare that hers is a problem unique to rural areas, assuming that her statement is a correct appraisal of the situation.

It was to the need of identifying the uniquely rural aspects of guidance that the Rural Guidance Services Section of NVGA turned its attention at the Buffalo Convention. By so doing it was hoped that, in general, new light and greater emphasis might be brought to bear on services needed and methods of providing them. Not that this was any new departure: rather it was by way of making a stronger emphasis. The late O. Latham Hatcher, Ruth Strang, Howard Dawson, and Frank Cyr, to name only a few, have called and continue to call attention to the needs of rural youth. While guidance is guidance in any situation, some modifications in emphasis and organization might be indicated by distinguishing clearly between the requirements of urban and rural children. Such distinction is continually necessary where urban

values and organization patterns predominate.

Despite the continuing trend toward urbanization, and the decrease in farm population because of mechanization and consolidation of farms, 43 per cent of the Nation's youth are classified as rural or rural-non-farm. To be sure, this includes a wide range of rurality from Aroostook County, Maine, to Los Angeles County, California, together with many kinds and sizes of schools and types of administrative organization. But the very diversity of situations places an added burden on the ingenuity of rural human resources. To put it concretely, how can adequate guidance be provided for the 24 pupils in a Maine high school or for the children of migrant Puerto Rican farm laborers in Western New York State? The total of all these rural children, scattered though they be, is a pretty sizable chunk of individual human beings.

Rural youth migrate to urban areas and centers. The pull is toward the city, first to the small or adjacent, then to the larger. While it is generally accepted that this is so, few state departments of education in rural states know to what extent this is true. Here is a significant area for investigation and subsequent action. Accuracy and continuity of appraisal is essential right down to the local community. Its significance for all concerned should be examined.

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Such information as is available to the writer indicates that here is a crucial area of experience which youth is left to handle on its own. And the problem is a two-way street, as experience in Detroit and Cincinnati bear out. Urban areas do not find the influx of rural population an unmixed good.

Concentration of population within a small space in urban areas makes possible a collection of professional guidance services not found in most rural areas. Both geographically and financially, rural children are handicapped in this respect. Some states, New York and California in particular, have worked out an administrative organization to meet this problem, through Cooperative Boards of Educational Services or some similar intermediate unit. This provides for itinerant teachers, supervisors, and counselors. But in both these states, the local budget is heavily supplemented by state funds, and both these states are considerably endowed with people and material resources. In many states rural schools are far apart, or, the state still contains many more school districts than it should have despite the rapid decrease in recent years in the number of districts. Much remains to be done in solving this problem, and it raises the question as to how much training in guidance skills is necessary for teachers and administrators who must work without professional help within telephone call. Few rural areas have psychological and psychiatric services. And, even before they could be maximally useful, even were they available, it is necessary to develop receptivity toward them in places where there may be little or no sophistication as to their value.

While radio and TV programs, as well as the press, are helping improve understanding of what mental health means, and rural people are not unsusceptible to all this, again we are confronted with the need of developing a sizable amount of support, both psychological and financial, for this kind of service. Salary differentials too, in rural areas, are very real obstacles in the way of securing professionally competent specialists. How, then, are rural areas to have the services without which urban guidance programs might feel themselves considerably handicapped, and which they take for granted? And other needed services may be mentioned in passing, such as reading and speech specialists, visiting teachers, and provisions for exceptional children, handicapped and shut-ins.

Even in rural sections of a relatively high degree of organization and resource, there are areas of considerable deficiency in educational experience considered essential in urban areas. Diversified shop experience for boys, as well as rich experience in business and commercial courses for boys and girls, are not too common. A good guidance program requires a rich curriculum.

The laws of economics operate with vicious certainty in rural America, and one observes with telling effect the truth of the observation: "from him that hath not will be taken even that which he hath." Ironically enough, rural states which need so much the very best in teaching skill and resource must stand helplessly by and watch many effective teachers drawn away by the higher salaries and other attractions of cities and neighboring states. A related fact which



makes guidance difficult in rural schools is the rapid turnover of teachers. Therefore, the cities which already have a concentration of resources and can afford to require high professional standards from teachers tend to attract those with the most training. The conclusion is obvious.

It should be clear that all of this places an added burden on the rural administrator. He cannot call in the specialists; in some cases he serves as the specialist. Far too often, however, he must retreat behind a protection of administrative trivia because he has not been trained in the leadership skills which has many-sided responsibilities demanded of him. Many of his educational duties could be met by using the skills common to guidance, *i.e.*, counseling and group work. A strong case could be built for giving prospective rural administrators some of the training considered essential for counselors.

Many ideally conceived school development programs fail of realization because the administrator was deficient in skills both of "counseling" and "group work" conceived in the broadest sense.

These, briefly put, are some of the reasons underlying the assumption that rural guidance has unique aspects. These problems, as well as others, suggest the need for a possible new look in training programs not only for counselors, but for administrators and teachers. Finally, they suggest that it may be a grave mistake to assume that, although the psychological needs of all boys and girls are alike, these needs can be met without making allowances with respect to location and other factors. The basic technique for hitting a golf ball may be the same under all conditions, but terrain and distance dictate the kind of club, stance, and amount of swing needed.

### *Thought on Responsibility*

Men have never fully used the powers they possess to advance the good in life, because they have waited upon some power external to themselves and to nature to do the work they are responsible for doing.—JOHN DEWEY

# *The Interests of the* **PHYSICALLY IMPAIRED**

by M. IRVING CHRISWELL

**I**N THE FALL of 1953 a survey of the type of handicapped students found in the regular high school classes in the Buffalo Public Schools was initiated by the Bureau of Pupil Personnel Services. At the same time the vocational interests of students in four selected high schools were studied.

An attempt was made to enumerate all types of physical impairment with the exception of color vision. The counselor was instructed to confer with the school nurse to determine whether in their judgment the impairment would exclude the students from some specific type of employment. Poor vision cases which could be corrected with glasses were not enumerated. Hard of hearing cases which received special attention in school were included. All known orthopedic cases and amputees were included. In the case of speech defects only those cases which were deemed physiologically or psychologically serious were included. Cardiac cases were checked to make sure that actual

restriction of physical activity was ordered by a physician.

An interest analysis was the chief measure employed in this study. Since the Kuder Preference Record has been used extensively in the Buffalo Schools and since it is convenient to score, it was chosen as a measure. It is recognized that general and specific mental abilities, individual drive, and intensity of interests are factors not measured by the Kuder Record. Hence to obtain some indication of these factors the following procedures were adopted:

1. The Henmon-Nelson IQ was obtained for the group and scholastic average was computed to aid in estimating general ability and achievement.
2. Client evaluation of the Kuder scores was obtained to help estimate intensity of interest.<sup>1</sup>
3. An interest check list was arranged to supplement the Kuder Record.

## **Interest Check List**

The 10 activities to be checked were phrased to correspond to the 10 fields of preference of the Kuder Record. For example, if a student checked the activity which indicated he would like most to repair a radio or an airplane—this directly expressed interest was compared with the score on the Kuder mechanical field of preference. Likewise, if a student checked the activity which indicated he would like most to write an article about

<sup>1</sup> Counselors were asked to record how each student felt about each score—whether too high, too low, or just about right. This technique was used by Manuel N. Brown, VA Hospital, Vancouver, Wash., *Occupations*, XXVIII (January, 1950), 4, pp. 225-229.

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a radio—this interest was compared with the Kuder literary field of preference. A copy of the check list follows:

Check *one* or *more* of the following things you would like to do best with either a radio, a garment, an airplane, or a musical instrument.

(Place a check after radio —, or after garment —, or after airplane —, or after musical instrument —.)

- 0 — Learn to pilot it (applies only to the airplane)
- 1 — Repair it
- 2 — Estimate the cost of manufacturing it
- 3 — Improve it scientifically
- 4 — Sell it
- 5 — Draw a picture of it
- 6 — Learn to play it (applies only to the musical instrument)
- 7 — Write an article about it
- 8 — Teach others about it
- 9 — Keep a record of its sales and type reports about it

#### Summary Reported at APGA Convention

1. Physically impaired pupils registered in the Buffalo Public High Schools compose 1.8 per cent of the academic school registration and 2.2 per cent of the vocational and technical school registration.
2. The primary vocational choice of a group of 85 physically impaired pupils may be classified largely within the professional and semi-professional categories of the U. S. Census.
3. Primary vocational choice in most cases shows that specific limitations have been recognized in the occupational world, but 20 to 30 per cent will probably experience difficulty in entering the vocation of their choice, because their ability and school achievement appear to be in-

consistent with the level of their vocational ambitions.

4. Allowing for some fluctuations in sub-groups, the interests of the physically impaired follow the general pattern of high school interests, except in the fields of artistic and outdoor interests.
5. A simple interest check list yielded definite correspondence with the Kuder Preference Record in the fields of social science and artistic interests.
6. The breadth and possibly the intensity of interest in the field of art for this group was pronounced. Although it may be of local significance only, a question of the value of constantly encouraging certain types of artistic activity among physically impaired youth is raised by the results of this survey.

After the survey was reported at the morning session of April 13, at the APGA Convention a discussion led by Dr. James F. Garrett of the National Office of Rehabilitation brought out the following points:

1. The survey is one of the first of its kind, nationally.
2. Physically impaired norms on the survey correspond extremely well with so-called normal student norms, particularly with relation to school adjustment.
3. The most surprising single finding of the study was that the physically impaired students registered in the Buffalo Public High School System compose 1.8 per cent of the academic school registration and 2.2 per cent of the vocational and technical school registration.
4. One of the main factors for the above-mentioned findings is that, seven years ago, there was a

directive from the Buffalo Board of Education, which required every physically disabled student to be screened by counselors of the Division of Vocational Rehabilitation.

5. Follow-up records show that 90 per cent of the students from vocational and technical schools find employment in work related to the training courses in these schools.
6. Generally speaking, visually impaired (severely involved) students have been discouraged from attending technical high

schools, because a former study has shown that it is not the academic work but rather the performance of the work of the particular trade, itself, which puts the strain on vision.

7. From a positive standpoint, it was strongly felt that physically impaired students should be encouraged to go to technical and vocational schools, but we must then be aware of the need to train vocational and technical teachers, specifically, in what is involved regarding various disabilities.

### *The Touch of Life*

There is the possibility of return (by the professional person) to a healthier situation, and it lies within the power of the professional to bring about the change. How shall I express a truth at once simple and profound? It is only that the professional must be first of all a human being—not a scientist, not a physician, not a social worker, not a soldier, not a politician, but primarily a human being! For if he is first of all a human being, he will feel for other human beings; and feeling, he will know a cosmic love. Then all his work, his research, his teaching, his training, his skill, will serve the human individual as the supreme creation, before whom he must remain entirely humble. To save life and never to destroy it must be his single goal—not just to save life when it is already spoiled but when it is new and fresh and strong.—PEARL S. BUCK in November *Atlantic*

# College Patterns:

## A COUNSELING TOOL

by A. GORDON NELSON

THE PURPOSE of this article is to describe a device which has been found to be helpful in counseling with high school students concerning the problem of choosing a college.

When a student asks for a list of colleges which might be suitable for him, a counselor can scarcely make helpful suggestions until he knows the answers to questions such as these: Is the student's choice of an institution limited by the fact that he has a mediocre or relatively poor academic record? Is the cost of attending college a factor which must be taken into consideration? Does the student wish to attend a coeducational or a non-coeducational institution? Does he have preferences with respect to the location and size of a college or university? Is he interested in a liberal arts program, or does he want specialized vocational preparation? Answers to such questions are obviously prerequisite to fruitful counseling concerning the problem of making plans for college.

Now let us suppose it has been determined that a student must seek admission to an institution which has moderate entrance requirements, that cost is not a consideration, and that the student prefers a relatively small coeduca-

tional college which has a liberal arts program and is located either in New England or in the Middle Atlantic States. What does a counselor ordinarily do next? How does he "find" colleges having this pattern of characteristics?

He probably does what the present writer used to do: he tries to call to mind institutions which fit the pattern; he uses college catalogs and directories; and finally, after a time-consuming search and much trial-and-error, he arrives at a list of colleges which have the desired combination of characteristics. It was only after the present writer had gone through such a tedious searching process with many students that he "hit upon" the counseling tool which will be described in the next few paragraphs.

The tool referred to is a form (Figure 1) that is used to classify a given college or university with respect to five characteristics. The classification process can be explained most clearly by indicating how the pattern number C2-121 was obtained for the fictitious college, "Zelon," which is used as an example in Figure 1.

Note, first, that under *Admission* an X has been placed after "C." "Low," to indicate that Zelon has relatively "liberal" entrance requirements in comparison with other colleges and universities. It is not easy to reach a valid judgment concerning an institution's admission standards; in attempting to do so, one frequently must be

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guided by statements in college catalogs, which are sometimes misleading. If a counselor has had a considerable amount of experience, he can remember, and refer to the academic records of, former students who have been accepted or rejected by Zelon, and thus check on college-catalog statements. Counselors have often expressed a need for thoroughly reliable and valid lists of institutions classified as having "low," "average," or "high" admission requirements; but even if a method could be found for constructing such lists objectively, their publication would present problems, to put the matter mildly. Therefore, a counselor must make his own evaluations, to the best of his ability.

Under *Cost* in Figure 1, an X has been placed after "2. \$1200-\$1500," to indicate that the typical expenses per year at Zelon are estimated to fall within the \$1200-\$1500 range. Information needed to make an appraisal of expenses can be obtained from college catalogs and from directories such as *American Colleges and Universities* (American Council on Education, 1952) and *Lovejoy's College Guide* (Simon and Schuster, 1953).

Zelon is, let us say, a coeducational institution and so an X has been placed after "1. Coed" under *Type* on the College Pattern Form. It is located in one of the Middle Atlantic States, and this fact is shown in Figure 1, under *Location*, by an X placed after "2. Mid. Atl." The enrollment is 8,000 students; therefore, under *Size*, an X has been placed after "1. Over 5,000."

After the five X's have been marked on the form, the pattern number, which is derived from the individual X's, is placed in the

upper right-hand corner. For Zelon, this pattern number turns out to be C2-121. An institution would receive the pattern number A3-213 if it had the following characteristics: high admission requirements, expenses under \$1,200, coeducational, campus in Maine, enrollment under 5,000.

Now let us assume that a counselor has made a pattern analysis of several hundred institutions to which the graduates of his school have gone in the past ten years. He has found, say, eight colleges which have the same pattern number as Zelon, has listed the names of these colleges on a single card, and has written the pattern number C2-121 at the top of the card. He is now in a position to call C2-121 colleges to the attention of any student who is interested in considering institutions having the characteristics represented by this pattern number. The counselor has made a search *beforehand*, he does not have to fumble in the interview, and he can concentrate on aspects of counseling which are more vital than the mechanics of finding and listing colleges.

Suppose the student who is interested in C2-121 colleges indicates that he wants to go to a university which has a strong college of architecture. In this case, the C2-121 colleges will have to be checked against a list of schools approved by the National Architectural Accrediting Board. Suppose that no college on the C2-121 list is accredited for architecture. In this case, it will be necessary for the student to consider institutions having a different pattern—for example, the C2-221 colleges, which are not coeducational but which do resemble the C2-121 institutions in four other respects, namely: ad-

mission requirements, cost, location, and size.

It is obvious that this counseling tool takes into account only five of the factors which students should think about in making plans for college. As every counselor knows,

there are many other factors which need to be considered in the planning interview. All that is claimed here is that the device described tends to make college-choice counseling less desultory and more thorough.

COLLEGE	Zelon	PATTERN NO.	C2-121
Admission	Cost	Type	Location
A. High	1. Over \$1500	1. Coed <input checked="" type="checkbox"/>	1. New Eng.
B. Average	2. \$1200-\$1500 <input checked="" type="checkbox"/>	2. Men	2. Mid. Atl. <input checked="" type="checkbox"/>
C. Low <input checked="" type="checkbox"/>	3. Under \$1200	3. Women	3. South
		4. MW & West	

Figure 1. College Patterns Form.

### Means and Ends

When we take means for ends we indeed fall into moral materialism. But when we take ends without regard to means we degenerate into sentimentalism. In the name of the ideal we fall back upon mere luck and chance and magic or exhortation and preaching; or else upon a fanaticism that will force the realization of preconceived ends at any cost.—JOHN DEWEY

# OCCUPATIONAL INFORMATION

## through assignment

### small group discussion

### role-playing

by HAROLD L. HENDERSON

AT COLUMBIA, City and Hofstra Colleges, this writer has utilized a combination of approaches to occupational information which he has found quite useful. They are: (1) An Occupational Information Assignment, (2) Small Discussion Groups based on the Assignment, and (3) Role-playing of situations resulting from the Assignment and from the Discussion.

This paper describes these techniques primarily as they have been used by the writer. However, this threefold approach is equally useful in high school guidance courses, college orientation programs, and wherever children or adults gather and manifest an interest in career planning.

The Occupational Information Assignment is an old but useful technique which, because of its very simplicity is often ignored. The Assignment can be used whenever in a course it seems likely to serve the greatest number or in small, problem-centered groups whenever group interest indicates a need. It consists of mimeographed questions covering the usual content areas of occupational briefs. These are some of the items used by the writer, copies of which may be secured by writing him.

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"1. In what occupation are you principally interested? . . . 3. What are the duties? . . . 5. What is the education and training required? . . . 11. What are the disadvantages? . . . 15. List each question you still have about the occupation and suggest how you plan to go about finding the answer . . . 16. How do your interests, aptitudes, and personality seem to fit you for this occupation? . . . 17. What are ten other jobs you could probably handle equally well? . . . 18. What do you think of this assignment?"

The use of such a form presupposes the availability of a vertical and horizontal file of books, pamphlets, and other similar materials. The Assignment can be tailored to the student's needs by providing him with several forms and the suggestion that certain items be omitted if he is in an exploratory stage in occupational choice.

This project causes the student to search out and analyze data which helps him organize his thoughts and clarify his attitudes on occupational requirements and rewards.

Small Group Discussions should follow the Assignment. The teacher should provide for discussion groups built around job families, have these groups bring back re-



ports to the class as a whole, act as a resource person, and be sensitive to opportunities for the introduction of Role-playing.

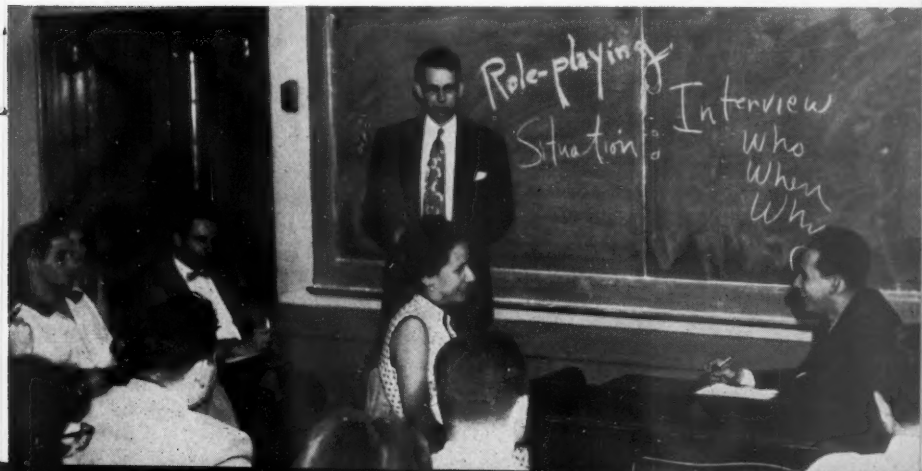
If the teacher organizes groups according to the occupational areas investigated by the students, the resultant "buzz sessions" will make the Assignment more personal and provide the source materials for large class discussion. Groups can be organized into broad areas such as arts, sciences, and trades or organized into divisions such as pre-medical, pre-legal, teaching, and business. Finer categorization can make use of Kuder interest areas. The most advantageous groupings depend on such factors as total class size, discussion time available, students' ages, and type of institution. Written summaries and highlights of these small group discussions reported to the whole class, permit a two-way flow of information and result in broadened horizons for all students.

The teacher should be available as a source of information for factual questions and must be alert to the needs of individuals who should be offered counseling on attitudinal and adjustment problems.

The effective use of Role-playing

requires that its relatively unstructured and spontaneous assets be maximized. Since it requires that students play themselves or attempt to identify in feeling and behavior with real or imagined persons, real acting ability is not necessary. Play for children is the normal method of working through identifications and problems, so a little encouragement will reactivate the Role-playing approach in adolescents and adults.

Socio-drama can be advantageously introduced anytime during the use of the Assignment, but it will be especially valuable in working through some of the conflicts that will arise within or between occupational groups. For example, if the pre-medical students report that, "because of the money and status we prefer being doctors to being teachers," the scene is set for two of the "pre-meds" and pre-teachers to talk out the financial, social service, and other occupational facts and value judgments. In playing themselves and/or one another, in acting out interviews for admission to medical school, in playing out a teacher and parent at a school board meeting—through these and other appropriate situa-



tions, "cold" occupational facts and "warm" human factors often become integrated. A person attempting to act out the feelings of someone else does not have the usual fear of revealing his inner self that ordinarily interferes with free discussion.

Socio-drama to be most useful must have situations that are clear and brief, are of immediate concern to the group, and while structured or defined vividly are not described so as to imply answers. With the assignment making for natural vocational groupings and the group reports bringing differences of opinion and philosophy into the open, it is possible for even the teacher who is unskilled in group dynamics to learn how to utilize Role-playing.

An evaluation of this integrated approach to occupational information has been secured from student reactions to the assignment and from anonymous course evaluations. Students are instructed to, "Complete these phrases with words that best express your feelings and attitudes. 1. This course . . . 2. The instructor's teaching . . . 3. What I have most liked in this course . . . 4. The text we use . . . 5. The occupational assignment . . . 6. Role-

playing class. . . ." The total student response has been overwhelmingly in favor of these three occupational techniques.

This combination use of an Occupational Information Assignment, Group Discussion, and Role-playing, has diverse values. The Assignment can stimulate vocational thinking for high school or college students. It can demonstrate one use of occupational information to graduate students in courses in vocational psychology or occupational psychology. As an indirect benefit it can hasten the development of vocational files, speed local occupational surveys, and strengthen guidance and personnel services. And if "avocation" be substituted for "occupation" the Assignment can even be used in group work with older or retired people looking for hobbies and productive leisure-time activities. Small Group Discussions can excite total class participation and have powerful effects upon individual and group behavior patterns. In Role-playing real objectivity is possible, problems are more easily recognized, individual problem-solving techniques are pooled, and the end result is a departure from old prejudices that have been internalized and the release of healthy growth processes in vocational thinking.

### Threat to Safety

The greatest danger that threatens us is neither heterodox thought nor orthodox thought, but the absence of thought.—HENRY STEEL COMMAGER in *Freedom, Loyalty and Dissent*.

# THE GIFTED CHILD

by DORIS E. WARNER

*I . . . am a gifted child.* My intelligence quotient is between 130 and 180 or above . . . I am probably larger and more physically fit than others of my age. I like to run, jump, play, eat, and have fun as much as other children do.

I have a very inquisitive mind but I frequently rebel at having to use it for mere time-filling routine tasks.

I am somewhat resentful of authority which is autocratically superimposed, but I respond . . . very readily . . . to authority the reason for which I can understand. For example, I would rather walk quietly through the halls at school out of consideration for the other classes in the building than to do so just because the teacher says I must!

I like to pal around with children of my own ability or with those who are older than I.

I am frequently called "high hat" because I am so often preoccupied in my own thoughts and plans that I fail to see my friends on the street.

I like to work on projects in school which are of interest to me . . . I hate senseless routine and I often do poorly on purposeless assignments . . . but, I will work

conscientiously for long periods of time on subjects which appeal to me and which I can see a reason for learning.

My interests are many. . . . At the elementary level, I like especially science, reading, creative writing, music, and art appreciation, and I am very fond of the game period.

As a high school student . . . I like discussions about national and international affairs, science, mathematics, languages, and activities in the fields of music, forensic groups, and dramatics.

When I am in a class where I have to wait for the rest of the group to catch up with me, I . . . am . . . bored. Therefore, I usually do one of two things: I take a book from my desk to read undercover . . . or . . . I become a trouble maker. . . . Frequently . . . I'm rather good at the latter!

I am usually well versed in one or more subjects in which I am especially interested. I like to talk about these interests. In fact, I like to talk! Because I have a quick mind I frequently think of answers or comebacks in conversation of a quick repartee nature. Sometimes I am encouraged in this by unwise parents. . . . Therefore, I am often called *smarty* by my teachers . . . I need help at an early age to understand the difference between being smart and *smarty*.

Just because I have a high intelligence is no reason why I do not need help in learning to study.

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DORIS E. WARNER is Principal of the Cayuga Drive School, Niagara Falls, New York. This article was part of the author's presentation at the panel on "Pre-College Programs for Superior Students" at the April, 1954, meetings of NVGA in Buffalo.

I *definitely* need to acquire this skill if I am to achieve my goals in life. However, there are times when I do not wish to study any more than does any other pupil.

I am usually quite humble about my accomplishments but I take an inner pride in achieving good marks. Sad to relate, however, I sometimes discover that to be a "brain" is one way of losing friends.

Sometimes . . . by praising me and eulogizing my accomplishments . . . teachers alienate me from desire to continue to achieve. That is because my friends say that I show them up, as it were, and give the teachers the idea that the assignments are not too lengthy or too difficult.

Long before others of my own chronological age do so, I become interested in the opposite sex. I *usually* am more matter of fact about this phase of my development than other boys and girls.

I want and need opportunity to express myself as an individual and I like especially to take part in making and executing plans for class or club activities. I need this experience if I am to assume a role in later years as a leader of men.

I do not care whether the teachers I have are young or old, but I do want them to be folks who *like* me and *understand* me and who can help to broaden my horizons in both utilitarian and cultural fields of endeavor.

There are about 500,000 of me in the schools of America now.

I want a school program that will be interesting and challenging. I do not wish to spend my time in acquiring strings of cultural beads or artistic diadems. . . . I want to progress through a purposeful school career at a pace which is commensurate with my mental ability but which gives consideration to my social and emotional development, as well.

The ways in which this can be done are legion . . . but . . . in helping me to achieve my purpose in life and the purposes which society has for me, please . . . seek to adjust the school to me . . . so that I will not have to make *all* the adjustments.

I *know* my education is very important . . . because I once heard a very learned man named Dr. Lewis M. Terman say, "The future welfare of the country hinges in no small degree upon the right education of superior children. Whether civilization moves on and up depends most on the advances made by creative thinkers and leaders in science, politics, art, morality, and religion. Moderate ability can follow and imitate, but genius must point the way."<sup>1</sup>

<sup>1</sup> Lewis M. Terman, *The Measurement of Intelligence*. New York: Houghton Mifflin Co., 1916, p. 12.

It is probable that 50 per cent of the people can succeed with a 50 per cent degree of success in 50 per cent of the occupations.--  
HARRY D. KITSON.

# Counseling and the Late Bloomer

by WESLEY VORDENBERG

**M**OST COUNSELORS are familiar with the late bloomer—the student with average ability, but with no outstanding assets—who later surpasses others with seemingly greater potentialities.

This writer remembers well the college senior who had his heart set on becoming a federal agent with a government bureau. The day came for the student to be interviewed by the bureau's branch manager. Eagerly, the student went forth for the initial interview. He returned with a somewhat dim view of his prospects, not only with the bureau, but for any employment whatsoever. Naturally, the counselor asked what had happened.

The student had taken two written tests, each of which was two hours long. He had been interviewed at length by several persons, and finally he had been given the Snellen eye test. Although he was somewhat shaken by the rather intensive screening, the student was anxious to learn how he had done. He soon found out. Free gratis, he had been given a prognosis of his future possibilities, or lack of them, by the bureau manager.

After a period of waiting ("seemed like hours") the student was led into the inner sanctum of the "very sharp guy." The results of the written tests, the interview evaluations, and the eye test lay on the manager's desk. The student

anxiously awaited the verdict. The verdict was not good. The student was disqualified for the job.

And then the oracle spoke: college had ruined the student's eyes (actually the result of a childhood disease); college had been a waste of time (actually, the student had made remarkable progress in the light of his basic equipment). The student, in effect, was made to feel that he was a broken-down wreck who didn't even have 20/20 vision, one of the basic qualifications for working with the bureau (the eye test had come *last* among the tests he took). In fact, it looked as if there was very little the student *could* do.

Thanks to the resiliency of youth and a measure of ability and determination, the student is now a very capable branch manager himself, but *not* with the government.

At our present stage of knowledge concerning human beings, we know little about the nature and strength of motivation. We have no accurate measure for it. Since counselors can do little more than guess as to the degree of motivation involved, the wonder is that prognoses, in some instances, can be as accurate as they sometimes are!

Teachers and counselors sometimes indulge in prognosis of the pigeonholing sort. We may make an evaluation of a student (perfectly honest and just, at the moment) and then never change it, while the student goes right on changing. Then a newspaper article tells of an accomplishment here, an honor granted there. "I never thought he had it in him,"

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remarks the seventh-grade teacher or the college professor.

The wonder is that, under the circumstances, there are not *more* misjudgments, for judgment is involved, and so are humility, understanding, and perspective.

"And what will *you* be doing ten years from now?" asks the personnel manager of a large soap company. The recent college graduate squirms. In these tumultuous times, few of us, if any, know just

where we will be *one* year from now, much less *ten*.

Those of us engaged in teaching, counseling, and personnel work should tread the green grass lightly when it comes to prognosis. Another late bloomer may be just around the corner. Why deny ourselves the pleasure of this phenomenon?

"The fault, dear Brutus, is not in the stars, but in ourselves. . . ."

### *New Imperative*

But to achieve a higher development of our secular virtues is now the moral imperative of the day. The vast network of human associations, on a national and international scale, exists and operates on the individual with ever-accelerating force. These complex associations can be regulated and ennobled only by careful observation and analysis. And they cannot be rightly observed without the aid of scientific method. In anthropology, sociology, psychology, psychiatry, biology, medicine, etc., if pursued cooperatively rather than competitively, we have the rudiments of a real science of man, a science that has begun to explore not only his reasoning faculties but the obscure, unavowed impulses that move him to act and that constitute the indispensable source of human liberation. Involved in such research would be not only man's relationship to man, but to his human and natural environments.—AGNES E. MEYER in October *Christian Register*

# child centering the CERTIFICATION PROGRAM

*reported by M. T. PURYEAR*

THE SESSION of this sectional meeting at the Buffalo convention attempted to attain three objectives: (1) to examine ways of making the employment certification program child-centered; (2) to see if our present programs cover their legal purpose of checking on and maintaining the minimum standards of our state labor laws; (3) to exchange ideas for strengthening the services offered through the program.

Elizabeth Johnson, the chairman, suggested five questions for the group's consideration: (1) How can issuing a work permit serve as an occasion to help and encourage young people during the transition from school to work? (2) Is this service tied in with other school services? (3) Does the process of issuing the work permit help the student see his new experience as an opportunity to grow? (4) Does the process of issuing the work permit help the student analyze himself in terms of his physical and mental abilities? (5) How is the job related to the student's time and energy, and the school program?

During his presentation, John A. Cummings, discussant, pointed out that the employment certification program is an integral part of the educational program and seeks to

promote optimum growth and development of the child according to his abilities. He also pointed to the continuing need for expanding and strengthening our interest in the program. This fact is evidenced by the increasing number of certificates issued to boys and girls between the ages of 14-18. Stressing the certification program in the junior high school would certainly be one of the ways to help meet this need.

Emphasizing the need for child centering the certification program, Mr. Cummings said, "It is important that the minor be handled carefully at this stage because the impact of his experiences may remain with him and influence the direction of his entire life. . . ."

Mr. Cummings suggests the following as being "musts" in a positive certification program: (1) co-operation between parents and school, (2) competent personnel in certification offices, (3) adequate forms, (4) year-round operation of offices, (5) after school and evening guidance centers, (6) examination of students' physical condition, (7) compliance with existing statutory standards, (8) an effective enforcement program, (9) flexible and reciprocal state laws, (10) legislative review, (11) in-service training for certification personnel, (12) sharing of statistical information, (13) a good public relations program.

Indicating a need for follow-up, Mr. Cummings said, "The teacher verifies the commencement of work

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when he keeps a watchful eye on the child who works because he is carrying an added burden. The teacher looks for signs of fatigue and physical harm . . . for evidences of improvement or slackening of school work. He is sensitive to the student's class work in general and his classmates. He alerts parents and guidance personnel when deleterious effects are noted. He asks for a complete review of the employment situation with a view toward recommending revocation of the permit or a change of job or a change of the child's curriculum . . . The job experience may bring to light new interests and new abilities. . . . In some cases, individualizing homework assignments may be all that a teacher need do for a working child."

Dr. Carrie Losi, discussant, stressed the need for personalizing the process of issuing work permits through such procedures as helping students over the hurdles of getting work papers, securing suitable jobs, and making satisfactory adjustments. Dr. Losi pointed out the lack of uniformity in state laws pertaining to the issuance of working papers. She cited the New Jersey law which requires working papers for all students between the

ages of 14-18 who wish to work. The process of securing these papers demands that the counselor examine and evaluate the following forms: (1) a promise of employment covering hours, wages, location, and duties, (2) a statement from parents, (3) a statement from the school, (4) a health and medical report, (5) a birth certificate.

Dr. Losi emphasized the need for follow-up of the students who quit school and for a bonafide effort to help them get as much out of their jobs as possible.

In closing, Dr. Losi suggested that the guidance departments might use some of the following techniques to implement the program effectively: (1) courses in occupations, (2) lesson plans and outlines relating to job opportunities, (3) units in school subjects, (4) career days and conferences, (5) visits to industry, (6) school visitations from industry, (7) radio and television programs, (8) special reading lists for teachers, and (9) special follow-up materials and manuals.

During the discussion which followed the presentations, interest was centered around the kinds and amount of cooperation needed to organize and implement a satisfactory certification program.

It is said that man will work 8 hours a day for pay, 10 hours a day for a good boss, but 24 hours a day for a cause.—*Electrical World*.



# Counseling for Industry

by WILLIAM E. KENDALL

IF ONE LOOKS through professional journals devoted to vocational counseling or to industrial personnel work or attends meetings of professional workers in these fields, he would probably conclude that communication between counselors and industrial personnel people is extremely limited. While it is true that in some cities there is a close working relationship between the schools and local industry, this relationship is often limited to such activities as placing young men in apprentice programs or young women commercial graduates in office jobs. In this paper I am particularly concerned with a somewhat higher level group of young men, that is young men with management potential. It is here that I feel counselors and industrial personnel men are almost completely out of touch with each other.

In industry the normal practice is to fill vacancies at the supervisory and managerial levels through promotion from within the company. In a well managed company, then, promotions with accompanying increases in responsibility, authority, status, and income become an integral part of the motivational framework of the employees. However, in any given

company, if the practice of promotion from within is to be successful it is clear that there must be a continuous flow of promising young people into the company.

This is easier said than done. As an illustration I would like to cite our experience in attracting outstanding young applicants for positions in two different occupational fields: clerical-office work and sales. Several years ago we became concerned at the decline in the number of high potential young men applying for entrance clerical positions within our company so we conducted a survey of the schools and colleges in our trade area to determine whether this trend applied only to railroads or to industry generally. The respondents agreed that high school graduates are going to college or into good paying blue collar jobs and that college graduates do not want to start at the bottom of the ladder. Our respondents also pointed to the dislike of young men for office work, particularly those office jobs requiring the use of stenography.

If our findings are typical it means that one of our traditional sources of young managers is rapidly disappearing, that is, we can no longer depend on the office as a source of potential executives. Many reasons can be given for the decline in the appeal of office jobs including one disturbing possibility, namely, that counselors, teachers,

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and parents may be overemphasizing the status of the professions and at the same time deprecating office and business skills and careers. One may also wonder whether counselors and parents are aware of the value to a young man of office skills as a means for gaining entrance and breaking through into office management, supervisory and managerial positions.

Turning to the sales area we find a similar situation. We know, for example, that about 15 per cent of all jobs are sales jobs but it has been our experience that selling has not been considered by many young men who are excellent risks for sales assignments. On the other hand, we receive many applications for sales positions from young men who are exceedingly poor risks. I know that counseling a young man with sales potential is difficult because of the complexity and varied nature of sales jobs. But is it not true that many counselors have come to think of selling in terms of stereotypes such as that of the real estate salesman, the used car salesman, or the over-the-counter salesman? Have counselors and parents allowed status considerations to become a deterrent to entering sales? Are counselors properly aware of the fact that many top corporate officers rose to their present positions through the sales ranks?

If there is any validity in the statements made in the preceding paragraphs, the responsibility goes beyond industry and the counselors and must include graduate training centers as well. Constructive action that might be taken is problematical but special panels or

presentations on these topics at professional meetings of vocational counselors might be helpful as a start. Certainly, joint advisory councils at the local level are needed if current information is to be available with respect to local needs and opportunities.

In addition to providing for greater information concerning occupational opportunities, I feel that integration of our efforts would contribute in many ways toward preparing young people for their careers. Let me cite just three as examples.

There is a need for critical self-evaluation on the part of the student. The counselor who can help a young person gain a realistic view of his strengths and weaknesses will be helping that individual get a good start in adult life.

With the help of industrial personnel people, counselors can assist young people develop expectations about the world of work, that is, what it is like to hold a full-time job, what can be expected in terms of advancement and increases in compensation.

Ineptness in handling interpersonal relationships is considered to be one of the most serious problems of industry today. Counselors can aid students in acquiring the skills needed to get along with others in a complex society.

In closing, please bear in mind that industry has a tremendous stake in successful counseling. Increasing industry participation in counselor training and greater use of industry resources will enable all of us to do a better job.

# COUNSELING the BLIND

by ARTHUR L. VOORHEES

ONE OFTEN hears, even among experienced counselors, that they feel incompetent to counsel blind persons or that the problem inherent in individuals with this disability are so different from people who see that the entire counseling approach must be especially adapted to their peculiar needs. The blind, except for about 10 per cent who have never had their sight, come from the ranks of the seeing. Therefore, they possess the same basic drives, desires, and needs as they did before they lost their sight. Does it not follow then that these seemingly different types of people have so much in common, as far as fundamental make-up is concerned, that the same methods and techniques of sound counseling should be equally effective in dealing with either? For example, the counselor will find that the same motivational techniques used in all good counseling will be equally as effective with a seeing or blinded individual. Similarly, it will be just as necessary to develop within the blind client the same basic understanding of his attitudes, abilities, interests, and desires as it would if he could see.

As with any disability group, however, certain facts must be taken into consideration in the

counseling of persons who are blind. First of all, the counselor should recognize that the inability to see imposes a tremendous handicap on an individual in face-to-face or non-verbal communication. Too often counselors forget this, and the value of what ordinarily would be the proper application of sound counseling procedure is completely lost because of the lack of attention to seemingly little things. For example, a handshake which extends a friendly greeting, and a tone of voice which portrays the facial expressions and physical gestures which normally are relied upon to support verbal expression. To a seeing person these may be *little things*—possibly because they are such firmly established habits that one forgets they are just as much a part of his conversational manner as his shoes are a part of his daily dress.

A counselor who can see may be busy when another sighted person comes into the room. In this case a nod of the head says "Hello"; a gesture of the hand or head will indicate "make yourself comfortable in that chair in front of my desk and I will be with you in a minute"; another gesture might say "have a cigarette while you are waiting"; or "hang your hat and coat over there"; or even the opposite "I am busy, come back later." To a blind person, however, all of these motions would be meaningless and as far as he was concerned either the room would be completely vacant or the counselor would be considered rude or perhaps disinterested. Just a word from the counselor, regardless of how busy he may be, will correct this impression.

Tone of voice means so much to a person who cannot see, that

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the counselor should be conscious of his voice modulation and expression throughout every contact or interview with people who have this disability. It will be a further help in putting the client at ease if he is given a brief but comprehensive description of his surroundings: "As you may perceive, this room is about 15 feet square. There are two windows over here to your right, and a bookcase on the wall to your left. The door is directly behind you with a coat rack to the left as you enter. My desk is in the corner in front of you, and to your left in front of it (as you place his hand on the back of the chair) is a chair. Won't you be seated? There's an ashtray on the desk directly in front of you, if you care to smoke."

Throughout the entire relationship with a blind client, the counselor must be ever mindful of his demeanor, lest some unconscious deed or action destroys the client's confidence in him. For example, the counselor should always make his presence known to a blind person; he should let the blind person take his arm when guiding him from place to place; he should always take the lead through doorways and up and down steps. He should always speak directly to the blind person, not through a third person as though that individual were an interpreter. His behavior should be the same in front of a blind person as it would be in the presence of anyone else. *Do not* tiptoe past him hoping he won't know it, and *do not* make motions to others without a satisfactory explanation. He should use the word "blind" without hesitation; and he should offer assistance and advice in a helpful, free, yet not condescending manner.

The counselor must be able to take a broad view of the effect that the loss of sight may have had when dealing with such factors as the attitude of the client and the family toward the disability; the evaluation of aptitudes, abilities, skills, interests, and achievements; adaptability to new tasks and persons; the degree of personal dependence or independence; and other important diagnostic data.

Another important factor to be considered is the counselor's own personal attitude toward blind persons. He should not attempt to counsel such an individual unless he feels comfortable in the presence of a person who does not see. Nor unless he has confidence in a blind person's ability to make the necessary personal and social adjustments, as well as to be able to prepare himself vocationally and otherwise to assume a natural role in society. This means that the counselor must constantly view the client in the light of the optimum development of his personal, social, and vocational skills. The provision of adjustment services, in many cases, will result in significant changes in the client's self-understanding. His outlook toward his disability and his personal and social competence are significant. Thus, by building his confidence and increasing his degree of independence, he will be better able to make realistic decisions on a vocational goal and formulate practical plans for attaining it.

In assisting the client to achieve this goal, the counselor will be faced with a severe challenge to provide the type of occupational information and suggest the types of training which will prepare the blind person for the kind of em-

ployment which is practical and available. Then comes the even more difficult task of developing the employment opportunity. The difficulty of this task is accentuated because, particularly in this area, the general public has little or no conception of how a blind person is able to function. Although an increasing number of blind persons are finding employment each year, there is still a strong reluctance on the part of the employers to hire persons without sight. Even the most skilled counselor finds that it is practically impossible to find employment for more than 25 or 30 blind persons a year. Numerous calls have to be made before the average employer will demonstrate an interest in even so much as attempting to find a position in his organization for a sightless individual. However, once this first hurdle has been crossed, there still remains the task of convincing subordinate personnel of the practicability of placing a blind person in the organization. More frequently than not, it will be necessary to give an actual demonstration of the manner in which the job in question can be performed without sight and, finally, the completion of a trial period in order to prove its suitability.

Similarly, it often requires nu-

merous contacts to find an owner of a boarding or apartment house who will accept a blind person. The proprietor fears that he will fall downstairs and hurt himself, that he will let the water run over in the wash basin and ruin the floor below, that he will forget to turn out the lights, that he will not be able to operate the stove. He questions the psychological effect a blind person will have on other tenants. These common objections naturally seem absurd to those who are accustomed to associating with blind persons. However, if the counselor is to find lodging for his client, he must meet this resistance and convince the proprietor that blind persons, nation-wide, do maintain homes, care for their person and personal effects, travel about and use public conveyances, participate in public activities, conduct businesses, and generally make good tenants.

These considerations are but a few of the factors to which counselors must be sensitive if they contemplate working with blind persons. The frustrations which he at first thought to be inherent in work with this type of disability will disappear, and he will experience, instead, a valuable stimulation to his professional growth and competency.

Whenever you are asked if you can do a job, tell 'em "Certainly, I can!" Then get busy and find out how to do it.—THEODORE ROOSEVELT.

# *School and Community Cooperate in North Carolina*

reported by ANNE T. FREEMAN

A PUBLIC employment service office, in order to meet its responsibilities, must attempt to become an integral part of the community in which it functions. Supplied with excellent tools and thoroughly trained in the techniques of placing workers in suitable employment, employment service personnel still know that neither tools, no matter how good, nor any excellence in the use of these tools, can accomplish the job unless employers and workers use the services available to them. Thus the necessity for integration is an old story for employment service workers.

Meeting the needs of any community in matters of employment necessarily involves the placement of young workers who are entering the labor market. Their needs are well known to counselors. Many young people recognize this need most acutely—if they have not done so before—when they are faced with finding their first permanent employment. For a great many youth this time occurs upon graduation from high school.

Following this reasoning to its logical conclusion led the North Carolina State Employment Service several years ago to approach high school officials on the problems of coordinating the efforts of high schools and the North Carolina

Employment Service offices toward meeting the needs of youth for vocational guidance. Because of individual differences found in both schools and employment service facilities in different localities, the program has come along on a local basis with technical assistance in planning and execution being furnished from the state level by the State Employment Service.

The program was given a sizable boost when the North Carolina Vocational Guidance Association chose, for its 1953 annual meeting, this theme: "How Can the NCVGA Serve in the Promotion and Coordination of Guidance Services?" The theme was broken down into eight areas for study by work groups: (1) The Home and Guidance; (2) Guidance and the Curriculum; (3) Guidance and Vocational Education; (4) Guidance in the North Carolina Education Association; (5) High School-College Relationships; (6) High School-Employment Service Relationships; (7) The Use of Social Agencies in Guidance; and (8) Industry and Guidance.

Even in the enthusiasm and determination that were reflected in the reports coming from these work groups there were statements that showed only too clearly the paucity of information any one agency had about another.

This very lack pointed out a new direction: It is not enough to know one's own agency or institution or group. The vocational counselor must make it his business, as it

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rightly is, to have a working knowledge of all the areas of influence which affect youth in its need for guidance. It is only by such knowledge, and the pooling of all efforts, that even a partial accomplishment of the tremendous task can be realized.

To promote this condition and to enlist a community-wide endeavor to meet the need the Vocational Guidance Associations, with their membership drawn from many varied activities, can ably serve as the catalytic agent.

*reported by* **RAYMOND L. SARBAUGH**

**T**OO MUCH is said and too little done about cooperation among school employment service and industry in the area of vocational guidance for young people. At least, this was the feeling of a group of school counselors in Forsyth County, North Carolina. Thus, when a suggestion was made at our state NCVGA meeting that local school and employment service personnel get together and try to improve their working relationship, we came home and set up a meeting with our local employment service people.

At this meeting it was decided that there were many ways in which school and employment service could improve their working relationship. It was further decided that representatives from both agencies should meet at least twice a year; in the fall to plan activities for the school year and in the spring to evaluate the year's work and suggest changes.

As this group met during the past year in its two regular meetings and several other necessary informal sessions, there was constant reference to employers. It became obvious to all of us that we needed employers represented in our discussions and in our planning.

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At this moment, therefore, we are in the process of forming an advisory committee for vocational guidance. It will include school counselors, employment service people, and representatives from industry. Its purpose will be to help provide meaningful experiences for young people in vocational planning and to do a better job in placement.

Even though this committee has not yet begun to function, the very effort to organize it has already had effect on the relationship of school to employment service and industry. Among the things that have already happened are:

1. A series of teaching units in vocational guidance is now being taught in our schools. Many suggestions came from employment service and employer groups.
2. Employers and employment service people have cooperated more effectively in Career Day programs.
3. Placement of high school graduates in jobs was done more effectively than ever before despite an unsettled employment situation.
4. A survey among employers has been made to determine strengths and weaknesses of the students they employ.



It has become clear that all of us have a common aim in vocational guidance and placement. We want to help young people find employment that will make them happy and productive. We can do this only if we accept our responsibility for working together.

### **Favorite Techniques for Presenting Occupational Information Through Group Guidance**

"The case conference is a profitable technique through which the participants may gain not only specific knowledge about occupations but, often more important, general concepts about the factors to be taken into account in reaching a vocational decision. In the group's discussion of typical problems, teacher-imposed information tends to be submerged in the spontaneous overflow of student suggestions. By thus broadening the channels of student self-direction, the case conference can help to make group guidance a forward-moving process with application for the future."—DANIEL SINICK, Vocational Adviser, New York Regional Office of the Veterans Administration.

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"I suppose my favorite technique in group guidance work in the presentation of occupational information is the group conference. In presenting a person in a definite occupation to a class, the students have the opportunity to get first-hand occupational information. Key questions are asked by the instructor so that a general picture of the occupation is obtained. The interview is most successful, however, when the students ask the guest for information that has meaning for them."—MILDRED G. FOX, Guidance Counselor, Evanston Township High School, Evanston, Illinois.

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"A device I like is dramatization of incidents concerned with occupational life, such as applying for a position, visiting a factory, office, or place of business to obtain occupational information, or take the role of a certain worker and answer the questions of an inquisitive child regarding the work. Dramatization, I believe, makes such information more vivid, and the research that a boy or girl does to gain data to fit into his creative dramatic work helps him or her to learn about occupations. I have used such dramatizations for assembly programs in junior high school, and have found them of value and interest."—IRENE FELTMAN, Assistant Professor of Education, Northern Illinois State Teachers College, DeKalb, Illinois.

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"Our Careers Club has been conducting roundtable discussions in which five or six students ask questions of two or three guests representing closely related occupations such as a doctor and nurse. These sessions are tape-recorded and played back in English and Social Studies classes."—NORMAN LOWENSTEIN, Vocational Adviser, James Madison High School, Brooklyn, New York.



# Briefing the JOURNALS

WILLIAM P. MCCAHILL. "A Decade of Public Recognition and Effort," *Employment Security Review*, 21 (September, 1954), pp. 4-7.

It has been about ten years since a law was passed setting aside an annual National Employ the Physically Handicapped Week. During that decade the country has become much more alert to the advantages of making working members of society of those who are physically crippled. This improved attitude has resulted through the use of meetings, radio, television, magazine, and daily press coverage. Clubs, unions, civic groups, and enthusiastic individuals have helped.

The Employment Service, the Rehabilitation Service, the Veterans Administration, and the Civil Service Commission have cooperated in emphasizing that "It's good business to hire the handicapped!" Yet "... we don't have legislation giving employers quotas of handicapped workers they must hire. . . . It isn't necessary here as it seems to be in some countries of Europe. The reason it isn't necessary is that we do things better when we do them voluntarily and cooperatively."

Other articles in the same issue deal with: "Vocational Rehabilitation—a Decade in Review and a Look Ahead," "Interagency Cooperation Helps Disabled Veterans," "Growing Scope of Programs for the Handicapped," "Community Teamwork Encourages Employment of the Handicapped," "Services to the Handicapped—10 Years of Progress in Texas," "Through Industrial Therapy to Self-Sustaining Jobs," and "Success Through Community Participation."

"Employment Service Activities," *The Labor Market and Employment Security* (August, 1954), pp. 29-39.

Herein the Bureau of Employment Security reports the usual great increase in new work applications in June due to the June influx of students and graduates into the labor market. However, this increase was 14.5 per cent above the 1953 figure. Job counseling interviews for June were down slightly from May because school counseling was largely terminated in May. Job counseling as compared with June of 1953 was also down. June job placements were up from May but compared to the same month of the previous year placements in all industrial classifications were down—from 4.1 per cent in government to 40.1 per cent in transportation, communication, and public utilities. Farm placements were also below the 1953 level.

THOMAS A. MAHONEY. "How Management Communicates with Employees," *Personnel*, 31 (September, 1954), pp. 109-114.

This is a report on part of a study of communication within companies carried on by the University of Minnesota's Industrial Relations Center under the direction of Dale Yoder. The part of the study reported here dealt with policies and techniques of communicating from the top of business organizations toward the bottom. As a communication medium the respondents cooperating in this study looked with little favor on the use of union channels. Other media discussed and evaluated included employee magazines, employee handbooks and manuals, bulletin boards, letters and payroll inserts, meetings and public newspapers. The need for more research in establishing which methods of communication have the greatest efficacy is stressed by the respondents used in this partial study.

FREDERICK S. ALLIS, JR. "How Business Antagonized Some Teachers," *Fortune*, (September, 1954), pp. 131, 180, 182.

A history instructor from Phillips Academy, Andover, Massachusetts, describes a case in which an Industrial Council meeting at Rensselaer Polytechnic Institute was arranged by the Automobile Manufacturers Association ostensibly for the purpose of improving industry-education relationships. The conference was a failure, says Allis, because the educators were "talked down to," and attempts were made to propagandize teachers with a prejudiced "industry point of view."

JACK POCKRASS. "Performance Evaluation — Forms or Substance?" *Personnel Administration*, 17 (September, 1954), pp. 1-5.

Pockrass maintains that formal merit rating systems fail to achieve their purposes. "Extensive experience with adjective and numerical rating systems indicates that this categorizing of employees in itself contributes virtually nothing to improved employee performance or more effective employee-supervisor relationships." He says that what makes such evaluations "horrible is the failure to recognize as wishful thinking the belief that provision for a formal rating system establishes infallible yardsticks of performance that will produce objective evaluations."

Objectives usually set forth as the end of rating systems can best be attained by day-to-day recognition, or lack of it, and by concentrating "on improving the supervisor's knowledge and skills in the difficult arts of human relations." "... formal ratings do not change an inadequate supervisor into a competent one nor change an inadequate working relationship into a productive and satisfying one."

DWAYNE ORTON. "The Interdependence of Business and Education," *College and University*, XXIX (July, 1954), pp. 526-534.

The theme of this essay is the importance of the individual person and of his treatment as an individual both in business and in education. Expanding business is dependent on the success of efforts to expand the potentials of individual men. Orton considers "... it not irreverent to paraphrase St. Paul, And now abideth products, profits, and persons, these three, and the greatest of these is persons."

The importance of developing what is described in educational literature as the "whole child" is being paralleled in progressive businesses by an interest in taking care of the "whole man" in order to accomplish business purposes in the most adequate way. "Any relationship existing between industry and education is an investment, not an expense. . . . We are entering into and opening up an area of interdependence and co-ordinate relationship between business and education the like of which we have never seen before."

"Jobs in Home Economics," *Changing Times*, 8 (September, 1954), pp. 23-25.

The area of "home economics" is a field of many opportunities for jobs and is still expanding. It covers extension work, dietetics, institution administration, journalism, textiles, clothing, child and family development, art in the home, and housing and equipment. For a free "career wheel" dealing with such occupations address the American Home Economics Association, 1600 Twentieth St., N.W., Washington 9, D. C.

"Spare-time Jobs for High School Kids," *Changing Times*, 8 (April, 1954), pp. 39-41.

Is it wise and safe to let them work? The answers to these questions are not the same as they were a generation or two ago. One subquestion is "What are the reasons the teen-ager wants to work?" Those who are responsible for the direction of adolescents may profitably look over the answers suggested in this article. Another hinge upon which the question of permitting youngsters to work comes under the general heading of the dangers involved. These dangers involve their health, their time, and their education. Other matters to be checked are the number of hours they may legally work, the safety of the jobs under consideration, their maturity in relation to the amount of responsibility involved, and the amount of possible earnings.

WILLIAM GELLMAN. "The Role of Vocational Guidance in Counseling Youth," *The School Review*, XII (March, 1954), pp. 156-161.

Emphasis upon vocational adjustment, a sociopsychological formulation of personality, and the isolation of vocational variables are a part of a reformulated conceptual framework, according to Gellman. He summarizes this point of view under the headings of "Trend Toward Work in Vocational Adjustment," "Trend Toward Total-Personality Viewpoint," and "Trend Toward Delimiting Variables." The place of personal adjustment in the vocational adjustment picture is summarized as "a sharper differentiation between personal or emotional adjustment and vocational adjustment." This view holds that personal adjustment is not a prerequisite for vocational adjustment while a good vocational adjustment may operate to improve personal adjustment.

ANN J. HERLIHY and DANIEL P. WILLIS, JR. "Analysis of

Work Stoppages During 1953," *Monthly Labor Review*, 77 (May, 1954), pp. 501-506.

"The occurrence of strikes during 1953 generally followed trends of other postwar years reaching highest levels in the second and third quarters." So report two of the Labor Department's workers in the Division of Wages and Industrial Relations. The authors feel that a large portion of the slump in employment for the month of June last year may be accounted for by stoppages in the construction trades. For a closer look at last year's labor picture and the major issues involved in work stoppages, be sure to read this article.

NORMAN A. DUFFEE. "Attention! Career-Minded Youth," *American Junior Red Cross Journal* (May, 1954), pp. 10-13.

The increased tempo of our national life and world living has increased tensions, increasing the need for people skilled in the personnel services. The eight major fields of (1) community organization, (2) social case work, (3) disaster service, (4) recreation, (5) nursing, (6) first aid and water safety instruction, (7) special professional and technical work, and (8) secretarial and clerical work are regarded by the national director of personnel services of the American Red Cross as fields presenting the greatest of opportunities for the youth of today. For a closer look at the requirements and opportunities read this article.

"Why Federal Aid?" *American Vocational Journal*, 29 (May, 1954), pp. 25-30.

This question was put to governors and state officials of the forty-eight states. The thirty-nine replies make interesting and informative reading. In response to the question posed by the American Vocational Association, thirty-nine responded in favor of additional training opportunities.

Twenty-four of the thirty-nine replies were by state governors. Ten governors referred the question to state educational authorities and seven of those ten replied. To read the excerpts from the replies is to find reaffirmation that there is an increasing awareness of the role of vocational guidance as well as a broadened perspective toward all guidance services.

ISHWAR DAYAL. "Testing in Selection of Personnel in Industry," *Journal of Vocational and Educational Guidance*, 1 (April, 1954), pp. 14-18.

This psychologist for the Swastik Oil Mills in Bombay, India, recommends that the Government Departments of Labor should recognize the

need for considerable research to adapt and standardize the available Western tests to Indian requirements. We are again reminded of the necessity of examining the culture as well as tests in assessing the potentialities of the individual for industrial placement.

This and other articles of interest may be found in this new journal, from the second issue of which the present article was reviewed. It is under the editorship of Dr. H. P. Mehta, and is published at 209, Dr. Dadabhai Naoroji Road, Fort, Bombay, India.

—EMORY JONES WESLEY, Louisville, Kentucky, *Public Schools*.

### Some Quotes on Work and Adjustment

When your work speaks for itself, don't interrupt.—HENRY J. KAISER.

\* \* \*

The only time you mustn't fail is the last time you try.—CHARLES KETTERING.

\* \* \*

Work is the easiest way man has ever invented to escape boredom.—LE RECREIL.

\* \* \*

The man who graduates today and stops learning tomorrow is uneducated the day after.—NEWTON D. BAKER.

\* \* \*

When a man blames others for his failures, it's a good idea to credit others with his successes.—HOWARD W. NEWTON.





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